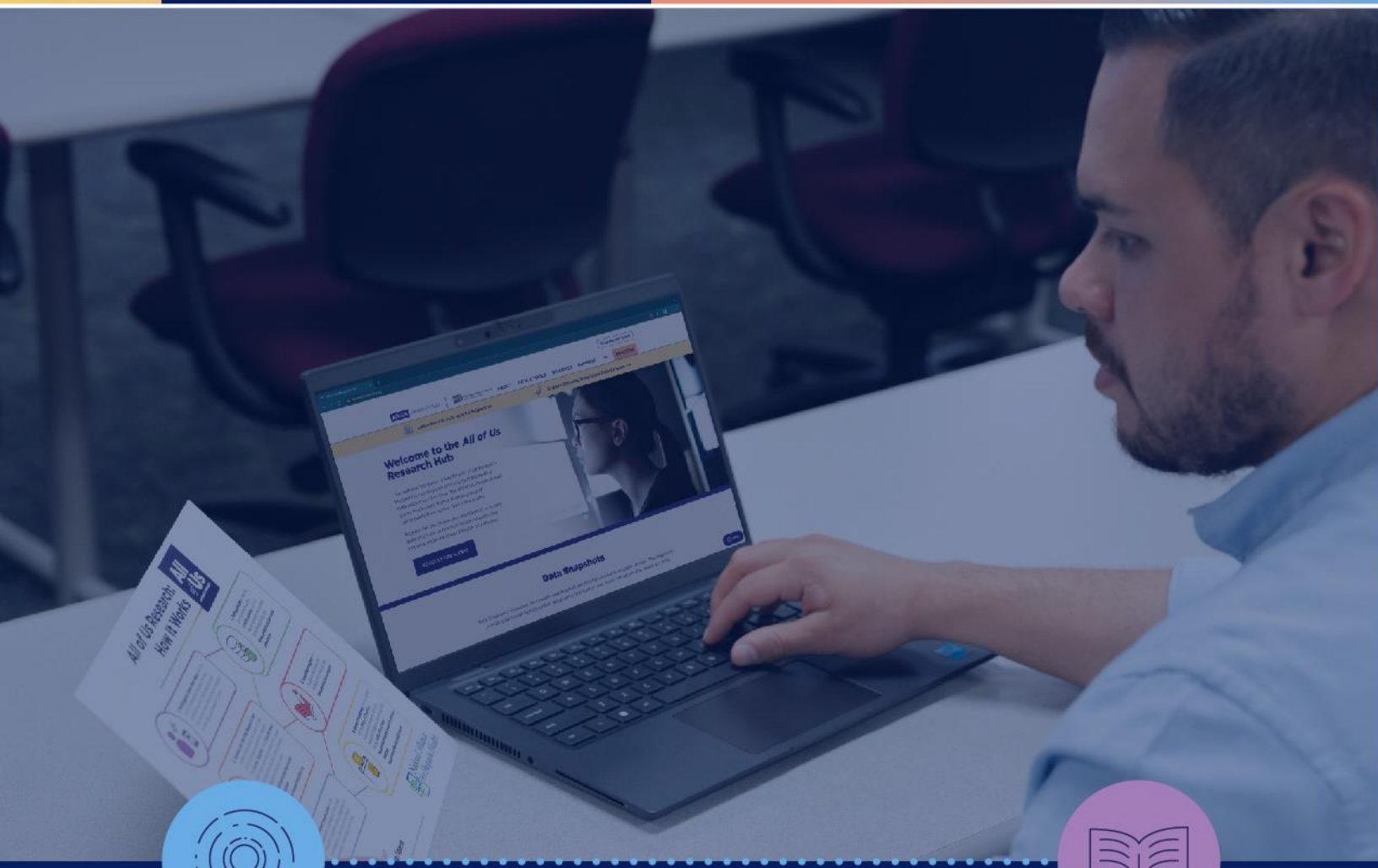
All of Us RESEARCH PROGRAM | Researcher Academy



COURSE AND RESOURCE CATALOG

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Getting Started

Amaze Learning Platform

Amaze is the *All of Us* Researcher Academy's learning and collaboration platform. In collaboration with course instructors, the academy conducted 15 courses and developed several resources from October 2022 to October 2025. You can access these recordings and course materials with an Amaze account. This catalog provides a description of each course and corresponding course materials, which learners can access and complete asynchronously. Additionally, the academy has developed and provided other resources that are available as PowerPoint slide decks.

Account Set-Up

If you need to set up an Amaze account, complete this form or email AllofUs_Academy@rti.org to request one. Once we receive your request, we will send you an email from "*All of Us*–RTI Amaze <allofus_academy@rti.org>" with the subject line "*All of Us*–RTI Amaze New Account Creation Link." This email will help you set up your Amaze account. **Please search your email, including your spam or junk folder, for this email.**

If you already have an Amaze account, log in to your account. Click the Course Group link in each course listing to access the course materials. This will direct you to the course group in the Amaze platform, where you can click "Join Group." After joining, the Course Group will appear on your dashboard as a new tile.

Amaze Bio

If you have not done so already, please take a few minutes to add your bio to your profile. This will help to build out the Researcher Academy directory in the Amaze platform and support networking. Your bio will be visible to other users in the Amaze platform. To add or update your bio, follow these steps:

1. Log in to your account at https://researcheracademy.rti.org
2. On the top right of the page, click on your profile icon.
3. Scroll down your profile and select "Edit."
4. Enter your bio, key research interests, and any other additional information you would like to be visible to others. Be sure to select "Save Changes" when you are finished.

You may want to include the following information in your bio:

- Title and institution
- Highest level of education
- Research interests and training/experience
- Involvement in the *All of Us* Researcher Academy

If you have any questions about setting up your Amaze account or accessing resources, please email AllofUs_Academy@rti.org.

Asynchronous Courses

Data Analysis Skills

Introduction to the Researcher Workbench

This course provides an introduction to the *All of Us* Researcher Workbench—the cloud-based analytics platform where registered researchers can access data contributed by *All of Us* participants.

Who should take this course?

Researchers new to the *All of Us* Researcher Workbench.

By the end of this course, learners should be able to

- Create a workspace
- Use the cohort builder
- Make concept sets
- Use the dataset builder
- Know how finances work on the Workbench
- Know where to find additional tutorials, demos, and the *All of Us* Support Hub.

COURSE MATERIALS

Webinar recordings available in Amaze course group: https://researcheracademy.rti.org/group/20

INSTRUCTORS

- Javan K. Carter, PhD
- Trey-Rashad Hawkins, MS
- Iris Glaze, BS
- Vincenzo Malo, MSc
- Stefanee Tillman, MS
- Barrett Montgomery, PhD

Notebooks 101

This course will provide an introduction to Jupyter Notebook—an environment that allows researchers to run code from the *All of Us* Researcher Workbench for data analysis.

Who should take this course?

Researchers new to the *All of Us* Researcher Workbench and new to using Jupyter Notebook.

By the end of this course, learners should be able to

- Know how to access Jupyter Notebook and navigate the user interface

- View defined variables and re-run the Notebook code
- Know how to configure the cloud environment
- Know how finances work on the Workbench
- Know where to find additional tutorials, demos, and the *All of Us* Support Hub.

COURSE MATERIALS

Webinar recordings and other materials available in Amaze course group:
https://researcheracademy.rti.org/group/34

INSTRUCTORS

- Javan K. Carter, PhD
- Trey-Rashad Hawkins, MS
- Iris Glaze, BS
- Vincenzo Malo, MSc
- Stefanee Tillman, MS
- Barrett Montgomery, PhD

Introduction to R and Data Visualization

Learn to install and use R and R Studio while gaining the skills to perform data visualization and data summary tasks. This course is designed to be completed over 3 weeks. Participants will work through chapters of their workbook asynchronously with an accompanying walkthrough video and suggested reading list.

Who should take this course:

Anyone with minimal experience in R (or those who need a refresher!) who wants to learn (or re-learn) R coding language. If you have not coded in Tidyverse, this is a valuable course for you.

COURSE MATERIALS

Course materials available in self-guided academy courses:
https://researcheracademy.rti.org/group/4

INSTRUCTORS

- Emily Nordmann, PhD
- Javan K. Carter, PhD

Introduction to Data Wrangling and Analysis Using R

This online course will teach you to perform common data wrangling and processing tasks in R, such as selecting and filtering data, creating new variables, and transforming data structures. It will also introduce simple analysis techniques like correlation and regression.

This course has been designed with all levels of learners in mind; however, some prior knowledge of R is required. Some learners may be quite confident with R, wanting to push their skills further, while others are still at the start of their journey, looking to reinforce and consolidate their skill.

The asynchronous materials include an online workbook, walkthrough videos, a reading list, and additional resources that you can work through independently in a way that best supports your learning journey.

Who should take this course?

If you have taken the Introduction to R and Data Visualization course or have some R coding experience (i.e., Tidyverse), this course is for you. If not, check out our asynchronous Introduction to R course first.

By the end of this course, learners should be able to use R to

- Perform data wrangling tasks such as selecting and filtering datasets
- Transform data between wide and long-form for analysis
- Assess, visualize, and perform simple correlation and regression models.

COURSE MATERIALS

Course materials available in self-guided academy courses**:**
https://researcheracademy.rti.org/group/11

INSTRUCTORS

- Emily Nordmann, PhD
- Javan K. Carter, PhD

Introduction to Python, pandas, and Jupyter Notebook for Analysis of *All of Us* Data

This asynchronous course introduces learners to the use of the data analytics package pandas in Python and the use of this system in Jupyter Notebook. Learners unfamiliar with Python will have the opportunity to familiarize themselves with the basics, while others can move straight into data import, manipulation, and analysis with pandas.

Who should take this course?

Researchers new to Python within the Jupyter Notebook setting. Some coding experience is a plus, but not required.

Pandas provides a simple programmatic way to handle spreadsheet-like data, while allowing for advanced scripting to automate complex tasks. This course helps learners master these basics and lays a foundation from which a learner can build toward more specialized goals.

By the end of this course, learners should be able to use Python and pandas to do the following:

- Import data from a variety of formats and reorganize it
- Clean, filter, and manipulate data
- Run simple analyses
- Learners unfamiliar with Python can also learn the basics of the language.

COURSE MATERIALS

Course materials available in self-guided academy courses:
https://Researcheracademy.Rti.Org/Group/26

INSTRUCTORS

- Eric Butler, PhD
- Javan K. Carter, PhD

Statistical Techniques and Machine Learning for Research Analysis

Who should take this course?

Undergraduate or graduate students interested in publishing their research for the first time.

This intermediate course provides a comprehensive overview of essential statistical methods and their practical applications in research. Topics include techniques such as t-testing, one-way ANOVA, two-way ANOVA, and chi-square. Machine learning concepts include linear regression, logistic regression, unsupervised learning, and classification. This course combines theoretical foundations with hands-on applications, equipping participants with the necessary skills to navigate complex datasets and derive meaningful insights. By fostering comprehension of statistical methodologies, this course will help researchers make informed decisions tailored to their specific research objectives.

By the end of this course, learners should be able to

- Apply foundational statistical techniques to various research contexts
- Critically evaluate and select appropriate statistical methodologies
- Understand the theoretical and practical applications of statistical and machine learning techniques to advance research in their field.

COURSE MATERIALS

Course materials available in self-guided academy courses:
https://researcheracademy.rti.org/group/31

INSTRUCTOR

- Stefanee Tillman, MS

Genomics Analyses Skills

Genomics 101

Who should take this course?

This course is designed for researchers new to genomics.

This introductory course (90-minute webinar) provides a foundational understanding of genomics for learners entering the field. The course explores the history and evolution of genomics, from the Human Genome Project to present-day advances in precision medicine. It introduces key concepts such as the relationship between genetics and genomics, how genomic data are generated, and why it matters for both basic research and clinical applications. Learners will also be introduced to core tools and resources used by genomic scientists, empowering them to begin thinking about how genomics intersects with their own research interests.

By the end of the course, learners will have a solid grasp of the fundamentals and be prepared to engage with more technical and applied genomics topics.

COURSE MATERIALS

Course materials available in self-guided academy courses:
https://researcheracademy.rti.org/group/66

INSTRUCTOR

- Javan Carter, PhD

Genomics Data Types and Utilities

Who should take this course?

Researchers who are conducting their first genomics analysis on the Workbench.

**Researchers without any genomics experience should take the Genomics 101 course first.*

This intermediate-level course (1-hour webinar) provides a technical deep dive into genomics data, file formats, and analytical workflows. Learners will gain practical knowledge of the major data types in genomics, including whole genome sequencing, exome sequencing, RNA sequencing, and variant datasets and the file structures used to store them (e.g., FASTQ, BAM/CRAM, VCF). The course emphasizes how to critically evaluate genomic data quality, select the right data for specific research questions, and navigate common challenges such as population stratification, batch effects, and missingness. To guide *All of Us* Researcher Workbench users, the course provides an overview of the types of genomic and phenotypic data available and how to use the data to generate novel insights.

By the end of the course, learners will have hands-on experience exploring genomic datasets and designing workflows tailored to research questions of interest when using the Workbench.

COURSE MATERIALS

Course materials available in self-guided academy courses:
https://researcheracademy.rti.org/group/66

INSTRUCTOR

- Javan Carter, PhD

All of Us Machine Learning Genomics Analyses

Who should take this course?

Researchers skilled in genomics analysis who want to design and execute their own ML-driven research projects in *All of Us*.

This advanced course (3-part asynchronous learning experience) explores the application of artificial intelligence and machine learning (AI/ML) techniques in genomic research, with a focus on multi-omics data available through the *All of Us* Researcher Workbench. Learners will gain an understanding of how to use machine learning for tasks such as variant classification, disease risk prediction, and phenotype modeling. The course covers key statistical principles (e.g., model validation, feature selection, overfitting) alongside practical

implementation of methods like logistic regression, random forests, support vector machines, and deep learning approaches. Learners will critically examine the strengths and limitations of AI/ML in genomics, including issues of interpretability and model generalizability across populations. The course concludes with strategies for integrating genomics, transcriptomics, and epigenomics into multi-omics analyses.

By the end of this course, learners will have the skills needed to design and execute their own machine learning–driven research projects in *All of Us*.

Course materials available in self-guided academy courses:
https://researcheracademy.rti.org/group/66

INSTRUCTOR

- Amy Moore, PhD

Writing and Publishing Skills

Introduction to Publishing Health Data in Academic Journals

This four-session course helps Researcher Academy participants plan their career paths. It begins with an overview of scholarly publishing and its importance in research. Next, it addresses the importance of collaboration in career advancement. The last two sessions focus on developing and submitting manuscripts, along with how to process reviewer feedback. Participants who complete this course will learn about essential publishing requirements and a variety of opportunities that can support their success in STEM or STEM-related research.

Who should take this course?

Undergraduate or graduate students interested in publishing their research for the first time.

- Session 1: (A) Mapping Out a Career Path and (B) Publishing
- Session 2: Don’t Get Left Behind—Collaborate
- Session 3: Where to Start? Developing and Submitting Your Manuscript
- Session 4: Manuscript Reviewer Feedback

COURSE MATERIALS

Webinar recordings available in Amaze course group:
https://researcheracademy.rti.org/group/27

INSTRUCTOR

- Vabren Watts, PhD

Advanced Topics in Publishing Health Data: Promoting Your Publications

This three-session course helps participants plan their career paths. It begins with an overview of scholarly publishing and its importance in research. Next, it provides participants with tips for promoting their manuscripts and research, including how to identify opportunities beyond scholarly publishing, such as conference presentations and social media. Participants who complete this course will learn about essential publishing requirements and a variety of opportunities that can support their success in STEM or STEM-related research.

Who should take this course?

Graduate students and above who are looking for a good refresher on publishing.

- Session 1: Publishing and Promoting Your Article
- Session 2: Showcasing Your Research and Knowledge Base
- Session 3: Promoting Your Research

COURSE MATERIALS

Slides and webinar recordings available in Amaze course group: https://researcheracademy.rti.org/group/38

INSTRUCTOR

- Vabren Watts, PhD

Introduction to Literature Searching to Support *All of Us* Data Analysis

This class will focus on defining research questions, planning and structuring literature searches relevant to *All of Us* dataset variables, and organizing the resulting literature. It will also provide an overview of free and fee-based databases for literature searches. The session will combine lectures, discussion, and practice exercises. All levels of research experience are welcome.

Who should take this course?

Undergraduate or graduate students new to literature searching or interested in improving their skills.

By the end of this course, learners should be able to

- Define a topic or research question for a literature search
- Select databases for conducting a literature search
- Conduct a search
- Organize the literature.

COURSE MATERIALS

Slides and webinar recording available in Amaze course group: https://researcheracademy.rti.org/group/33

INSTRUCTORS

- Mariel Christian, MLS

- Mark Howell, MLS
- Frances Ramsey, MLS

Special Topics

Ethical, Legal, and Social Implications of Genetic Research for *All of Us*

Who should take this course?

Suitable for anyone interested in the ethical, legal, and social implications of genetic research.

This four-session course introduces individuals to the ethical, legal, and social implications of genetic research. Scholars will be guided through an immersive and experiential learning encounter designed to advance their knowledge, capability, and competency in addressing these implications in genetic research. This course will also enhance participants' abilities to curate solutions to address the health of all communities in genetic research, medicine, and science.

By the end of this course, participants should be able to

- Master ethical, social, and legal implications terminology, concepts, and theories in genetic research
- Identify opportunities to routinize fair standards within current-day genetic research
- Responsibly and proactively generate genetic research hypotheses within an ethical, social, and legal framework.

COURSE MATERIALS

Slides and webinar recordings available in Amaze course group: https://researcheracademy.rti.org/group/39

INSTRUCTOR

- Altovise Ewing, PhD

Introduction to Quantitative Intersectionality Research

Who should take this course?

Suitable for anyone interested in intersectionality research.

This two-part course is designed for investigators with different levels of knowledge about intersectionality, its theoretical and analytical foundations, and its applications to health research benefiting all communities. The course provides an introduction to intersectionality with Dr. Lisa Bowleg, followed by a session on quantitative intersectional research foundations with Dr. Greta Bauer.

By the end of this course, learners should be able to

- Define intersectionality and its core themes
- Appraise the benefits of intersectionality for advancing health research for all communities

- Explain what intersectionality does as a critical analytic tool
- Outline the ways that intersectionality may inform quantitative research process, design, data collection, measures, data analysis, and interpretation.

COURSE MATERIALS

Slides available in Amaze course group: https://researcheracademy.rti.org/group/13

INSTRUCTORS

- Lisa Bowleg, PhD
- Greta Bauer, PhD

Beating the Time Management Villains

We all face time-management villains that steal our precious minutes and hours and keep us from accomplishing our big goals in the way we want. This webinar will help you identify your villains and develop weapons to overcome them. This webinar provides practical, targeted strategies that will meet each of your time management thieves head-on so you can be your most productive and least stressed version of yourself.

Who should take this course?

Suitable for anyone interested in improving time management skills.

INSTRUCTOR

- Sara Lane

COURSE MATERIALS

Slides available in Amaze course group: https://researcheracademy.rti.org/group/55

Other Resources

Best Practices for an Engaging Elevator Poster Pitch

This resource is designed to prepare researchers to present a poster at an academic conference. Researchers will learn how to craft and deliver a compelling 2-minute “elevator pitch” that transforms a complex research project into a captivating highlight reel. The goal is to move beyond a simple summary and learn to deliver a pitch that grabs the audience’s attention, clearly communicates the core of your research, and sparks a deeper conversation.

Who should take this course?

Suitable for anyone preparing to present their research at a conference.

From this resource, you will learn

- The three-part structure for a successful pitch: the Hook, the Core Narrative, and the Conversational Conclusion.
- Best practices for clearly answering the three key questions: What is your research topic? What have you found? Why is it important?
- Techniques to diagnose your audience and tailor your message for maximum impact.

- How to use your pitch to initiate dialogue and create valuable networking opportunities.

COURSE MATERIALS

Slides available in Amaze course group: https://researcheracademy.rti.org/group/44

INSTRUCTOR

- Jonathan Holt, PhD

Manuscript and Grant Writing Resources

This course group includes the following manuscript and grant writing resources:

MANUSCRIPT WRITING RESOURCES

- **Choosing a Target Journal**: In the world of academic publishing, choosing the right journal for your research is a critical step that can significantly impact the visibility of your work. This resource provides information on how to navigate the complexities of academic publishing and make informed decisions about where to submit their manuscript.
- **Developing a Literature Review and Refining a Research Question**: This resource reviews essential skills to critically analyze existing research and formulate precise, impactful research questions.
- **How to Write a Methods Section**: The methods section of a research paper is a critical component that outlines the research design, data collection, and analysis techniques employed in a study. This resource covers the skills needed to articulate their research methodologies confidently.
- **Writing Results and Discussion Sections**: The results and discussion sections are essential in presenting your findings and interpreting their significance. This resource provides guidance on how researchers can articulate their findings clearly and thoughtfully.
- **Creating a Manuscript Abstract**: Creating a concise abstract is essential as it often serves as the first impression to your readers and reviewers. This resource reviews the essential components of a successful abstract and how researchers can tailor their writing for different audiences and publication types.
- **How to Write an Abstract**: This resource explores the differences between unstructured and structured abstracts and the key components of structured abstracts. Through an in-depth example, researchers will gain practical skills to craft clear, concise, and impactful abstracts.
- **Manuscript Writing Timeline Template**: This template is designed to help researchers plan and organize different stages of writing their manuscript.
- **Scientific Writing in the 21st Century**: This resource provides a walkthrough on how to develop a research question in today's world of research and research writing.

GRANT WRITING RESOURCES

- **Navigating Grant Contracting and Budgeting:** This resource will equip researchers with the essential skills and knowledge for effectively managing the complexities of grant funding.
- **Introduction to Grant Writing and Developing a Fundable Research Idea:** This resource covers the essential skills and knowledge for grant writing and developing research ideas, including information on different types of grants, identifying opportunities, example specific aims, and an overview of the NIH Simplified Review Framework.

COURSE MATERIALS

Slides and other materials available in Amaze course group: https://researcheracademy.rti.org/group/57

Steps for Success: Planning Your Data Analysis in the *All of Us* Researcher Workbench

This resource provides a high-level introduction to preparing to conduct research using the *All of Us* Researcher Workbench, from research ideation all the way through the analysis phase.

Featuring two real-world use cases as examples, the slide deck walks through three important steps in the research process:

Who should take this course?

Suitable for researchers familiar with the Researcher Workbench and preparing their analysis.

- Developing specific research questions that are feasible to answer using the *All of Us* dataset.
- Using publicly available resources on the *All of Us* Research Hub to see what data are available.
- Developing an analysis plan.

COURSE MATERIALS

Slides available in Amaze course group: https://researcheracademy.rti.org/group/52

INSTRUCTOR

- Ryan Paquin, PhD

Fitbit Physical Activity Use Case for the Researcher Workbench

The *All of Us* Researcher Academy team has developed this exercise to explore the Fitbit wearables data that are available in the *All of Us* Researcher Workbench. In this use case, you will find the following materials: physical activities exercise, physical activities exercise walkthrough, and table template.There are also six recordings available that correspond to the exercise.

Who should take this course?

Researchers familiar with the Researcher Workbench and interested in analyzing wearables data.

COURSE MATERIALS

Slides and exercise recordings available in Amaze course group: https://researcheracademy.rti.org/group/23

INSTRUCTOR

- Heidi Guyer, PhD

From Cohort Building to Manuscript Publication: A Hands-On *All of Us* Workshop

This resource introduces the *All of Us* Research Program and the data available through the Researcher Workbench. It covers key topics such as example research questions, participant data protection and ethical research practices, and step-by-step guidance for getting started on the Workbench.

Who should take this course?

Suitable for researchers new to the Researcher Workbench.

COURSE MATERIALS

Slides available in Amaze course group: https://researcheracademy.rti.org/group/58

INSTRUCTOR

- Barrett W. Montgomery, PhD
- Javan Carter, PhD
- Lissette M. Saavedra, PhD

Writing About *All of Us* Data: Ethical, Accurate, and Compelling Content for Proposals and Manuscripts

This resource helps researchers accurately and ethically describe *All of Us* data while meeting compliance requirements. It reviews required language, showcases published examples, and provides hands-on practice in crafting clear research questions and analytic plans.

Who should take this course?

Suitable for researchers preparing to publish or write proposals using *All of Us* data.

COURSE MATERIALS

Slides available in Amaze course group: https://researcheracademy.rti.org/group/59

INSTRUCTORS

- Lissette M. Saavedra, PhD

Course Instructors

Greta Bauer, PhD, is the Director of the Institute for Sexual and Gender Health at the University of Minnesota Medical School. Bauer's methods work focuses on advancing quantitative research methods to better incorporate intersectionality and multidimensionality, with the ultimate goal of improving both research validity and its usefulness to communities and policy makers. Content-wise, her work focuses on improving the health of all communities.

Lisa Bowleg, PhD, is a leading scholar of the application of intersectionality to social and behavioral science health research, is the Founder and President of the Intersectionality Training Institute. An applied social psychologist by training, she is a Professor of Applied Social Psychology in the Department of Psychological and Brain Sciences at the George Washington University, and a Co-Director of the Social and Behavioral Sciences Core of the DC Center for AIDS Research. Informed by intersectionality, her mixed-methods research projects examine the effects of social-structural stressors such as unemployment, incarceration, and police brutality, as well as the intersectional stigma/discrimination on men's health.

Eric Butler, PhD, is an ecologist who first began using Python in graduate school when he had to analyze a data set with 250,000 rows and taught himself to program. Since then, he's written code to analyze color patterns, simulate inheritance and evolutionary processes, create interactive demonstrations for his classes, and analyze large data sets such as eBird.

Javan K. Carter, PhD, is a bioinformaticist at RTI international. An evolutionary genomicist by training, he researches genomic and transcriptomic data to understand genotype-phenotype correlation and genetic architecture of complex traits and diseases. Within RTI, he serves as the lead and co-lead informatics scientist on several projects working with various data types. Javan uses bash, JavaScript, and R as primary coding languages. He loves to teach and educate people on the wonders of computational biology and to introduce people to coding for the first time!

Mariel Christian, MLS, is the former senior director of Scientific Stature Services at RTI International. Mariel oversaw RTI's virtual library and information services department and the RTI Press, which publishes peer-reviewed, open-access publications that reflect RTI's multidisciplinary research. Mariel has over 25 years of experience in knowledge management, data analysis, and business process improvement.

Altovise Ewing, PhD, is a clinician-scientist with 10+ years of genetic counseling, health research, and health strategy experience. She earned a PhD in genetics and human genetics with a specialization in genetic counseling from Howard University and completed a cancer health disparities postdoctoral research fellowship at the Johns Hopkins University Bloomberg School of Public Health. Dr. Ewing has dedicated her career to ensuring that emerging genetic and genomic resources, services, and technologies benefit all communities. Her unwavering passions have afforded opportunities for her to engage with a myriad of stakeholders across the genetics and genomics ecosystem.

Iris Glaze, BS is a former programmer at RTI International, specializing in Python with extensive experience in R and various other programming languages. Currently, she is

advancing her expertise by pursuing a master's degree in computer science while working. With a background in mathematics, Iris brings a unique perspective on transitioning from a mathematical mindset to a programming-focused one.

Heidi Guyer, PhD, is an expert in survey research who has led data collection on multiple large, national, population-based health surveys. Dr. Guyer holds an MPH in international and family health from the University of Texas Health Sciences Center at Houston and a PhD in epidemiology from the University of Michigan. She has extensive experience in population-based data collection, cross-sectional and longitudinal health surveys, and adapting clinical measures and new technology in health research. Her research has focused on the association between health behaviors, such as sleep and diet quality, and the development of chronic health conditions. Dr. Guyer teaches a course and is co-authoring a book on integrating wearables, apps, and sensors in data collection. Dr. Guyer has led a team to develop use cases for the course and book using *All of Us* survey and Fitbit data.

Trey-Rashad Hawkins, MS is a former statistician at RTI International. A social epidemiologist by training, he investigates and supports data-driven approaches to advance health. Trey-Rashad holds degrees from Howard University and Columbia University, with a background in applied mathematics and statistics and epidemiology. Trey-Rashad uses R, SAS, and ArcGIS as primary coding languages and visualization tools, with additional experience in Python and SQL. He enjoys learning and educating others on creative ways to explore data, combining his love for coding, visualization, and community engagement.

Jonathan Holt, PhD, is a data scientist whose research is at the intersection of social science, public health, and environmental science. His diverse background has led to partnerships with multiple federal agencies, including the National Institutes of Health (NIH), Department of Defense (DoD), and Environmental Protection Agency. Dr. Holt has collaborated on NIH-funded grants to boost mental health among adolescents using data from smart watches and innovated predictive algorithms for the DoD to identify signs of respiratory illnesses from wearable device data. Beyond his project work, Dr. Holt's passion for data science literacy is demonstrated by a commitment to education and mentorship. He is an adjunct professor at Duke University, where he teaches a graduate-level data science course, and serves as a data science coach for the AIM-AHEAD *All of Us* training program.

Mark Howell, MLS, is a senior information services specialist in RTI International's virtual library and information services department. Mark offers database search and reference services for RTI researchers in a variety of scientific disciplines and regularly conducts complex literature searches using both web-based free databases and subscription resources. Mark has more than 30 years of library research and database search experience and a master's degree in library science from North Carolina Central University.

Sara Lane is the Director of Career Services for the College of Agriculture and Life Sciences at NC State University and a part-time life coach. Over many years, she has developed expertise in a variety of professional development areas, including time management, leadership, goal setting, and personal finance. She creates programs for groups in university, corporate, and community settings and coaches individuals every day to reach their personal and professional goals. Sara has a broad career background with stints in marketing at John Deere, as a producer for CNN, as a Community Natural Resources Management Volunteer for the U.S. Peace Corps, and in career management for Wake Forest University. She is currently working

toward her PhD in Educational Leadership, Policy, and Human Development at North Carolina State University and serves on NC State's Council on the Status of Women. Sara is a single mom by choice to her son Jack and enjoys spending time in her yard and traveling to visit friends and family across the globe.

Vincenzo Malo, MSc, is a former research public health analyst at RTI International. Vincenzo evaluates public health media campaigns and investigate the role of knowledge and social support in promoting healthy living among adolescents. Vincenzo has experience designing studies and analyzing survey data collected about public health priorities, such as substance use outcomes and HIV care management, using R and Stata programming.

Barrett Montgomery, PhD, is an epidemiologist at RTI International with nearly 10 years of experience in the epidemiology of drug use behaviors. His work focuses on addressing public health and public policy issues related to drug use and behaviors, including cannabis policies, access to behavioral health services, and lifestyle factors and related social variables impacting health. His primary interests are the socioenvironmental influences on mental health and drug use, how to measure these effects, and how they affect communities. Dr. Montgomery is especially interested in translations of these findings into policy, as well as in policy itself as a driver of public health outcomes. His skill set is largely quantitative and includes management of large administrative databases, hierarchical linear modeling, econometric methods (e.g., difference in differences, event studies, two-part models), and prediction using ensemble or other machine learning techniques.

Amy Moore, PhD, is an epidemiologist at RTI International and serves as a genomics coach for the AIM-AHEAD *All of Us* training program. The overarching goal of her research is to understand the genetic architecture of complex traits. She has worked on a broad swath of traits, including anthropometrics, cancer, cardiometabolic disease, and adverse pregnancy outcomes. Her research combines genomics with other omics data types such as epigenomics and metabolomics. She is currently the Principal Investigator of the North Carolina site for the Muscular Dystrophy Surveillance, Tracking, and Research Network. She uses R as her primary analysis software but is known to dabble in python, bash, STATA, and SAS.

Emily Nordmann, PhD, is a teaching-focused Senior Lecturer in the School of Psychology and Neuroscience at the University of Glasgow and acts as Deputy Director of Education. She teaches research methods, individual differences, and data skills in R and is a vocal advocate of open science and open educational resources. As a member of the PsyTeachR team, she has authored several open-access data skills books and tutorials. She serves as the Communications Chair of EdArXiv, the preprint server for the education research community. Emily lives in Glasgow, Scotland, with her wife Kathleen and her cat Khaleesi, whom she named before the final season of Game of Thrones aired.

Ryan Paquin, PhD, is a senior research scientist at RTI International with over 15 years of experience conducting research aimed at understanding perceptions and motivations underpinning behavior and decision making from an audience-centered perspective. He is a social psychologist by training with an emphasis on communication and behavioral science. He has extensive experience with a variety of analytical techniques and uses Stata and R as primary coding languages, with experience in Python and SQL.

Frances Ramsey, MLS, is a senior information services specialist at RTI International with 10+ years of experience in conducting literature searches and organizing research. For the past 8+ years, she has supported a global staff on biomedical literature review projects. Her support ranges from search strategy development and the translation of search strategies into multiple databases with appropriate controlled vocabulary and syntax to the organization of search results with bibliographic software tools. Frances regularly leads one-on-one and large group training sessions on library services topics. She earned her master's degree in library science from the University of North Carolina at Chapel Hill and a certificate in evidence-based health science librarianship from Texas Woman's University.

Lissette M. Saavedra, PhD, is a senior research psychologist and Fellow in Developmental Psychopathology and has broad expertise in mental health services research and trauma informed care. She has worked on evaluation of efficacy and effectiveness clinical trials funded by the National Institute of Justice, National Institute of Drug Abuse, National Institutes of Mental Health, and National Institute of Alcohol and Alcohol Abuse. Dr. Saavedra has expertise in trauma-informed care across specialty populations, including victims of crime, people who use drugs, veterans, people who experience homelessness, as well as monolingual and bilingual Spanish-speaking Latinos. She has authored articles on assessment and intervention of anxiety, depression, substance use and prevention of suicide related behaviors. She also is a language methodologist with over 20 years of experience translating surveys, interviews, and protocols for linguistic congruency to English language in research. Dr. Saavedra has published several empirical and conceptual articles related to assessment, diagnostic issues in the area of comorbidity, short and long-term treatment outcomes of evidence-based treatment approaches for comorbid anxiety, stress and substance use disorders, including opioids.

Stefanee Tillman, MS, is a former statistician at RTI International. She holds a master's degree in statistics from North Carolina State University and is distinguished as both a statistician and an adjunct professor specializing in the field of statistics. She's a SAS-certified specialist with experience in R programming and additional training in SUDAAN, Python, and SQL. Stefanee has been an active member for the American Statistical Association since 2021. She finds genuine joy in helping others learn about statistics and is recognized for fostering a collaborative and supportive statistics community.

Vabren Watts, PhD, is a national science/health communicator and health strategist with proven expertise in enhancing visibility of high-profile organizations. He has published in multiple peer-reviewed science and medical journals and authored more than 300 articles in news media outlets such as WebMD, *Psychiatric News*, and the *Philadelphia Inquirer*. Dr. Watts has a deep background in advocating access to health care for all communities, having served as a spokesperson on such topics for the American Heart Association, American Stroke Association, and the American Psychiatric Association. He currently serves as Director of Health Equity at health policy and health services journal *Health Affairs*. Dr. Watts received a Doctor of Philosophy in pharmacology from Meharry Medical College in Nashville, TN, and completed his postdoctoral training at Johns Hopkins University School of Medicine in the Division of Cardiology.